



## **Anderson School District Three**

335 West Front Street

Iva, SC 29655

## **2009-2010 Technology Plan**

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Office of Technology

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## **Criteria One: School Description and Demographic Information**

Anderson School District Three is located in Southern Anderson County. We are made up of 1 High School, 1 Middle School, 3 Elementary Schools, and 1 District Office.

- Crescent High School is grades 9-12 with an enrollment of 767 students with 57 faculty members.
- Starr-Iva Middle School is grades 6-8 with an enrollment of 588 students with 58 faculty members.
- Starr Elementary is grades PK-5 with an enrollment of 429 students and with 41 faculty members.
- Iva Elementary is grades PK-5 with an enrollment of 430 students and with 37 faculty members.
- Flat Rock Elementary is grades PK-5 with an enrollment of 405 students and 31 faculty members.
- District Office is a staff of 23 employees.

### **Introduction**

This plan communicates the technical needs and wishes of the staff of Anderson School District Three, Iva, SC. It reflects the district's overall goal to provide all constituents with technically integrated educational programs that prepare participants for life and work in the 21<sup>st</sup> century. Criteria One is School Description and Demographic Information. Criteria Two is Goals and Strategy. Criteria Three is the Professional Development plan that will ensure district clients a technically competent and confident staff. Criteria Four is Assessment of Needs to achieve our goals. Criteria Five is The Budget. And Criteria Six is Evaluation of the Educational Technology Plan.

## **Criteria Two: Goals and Strategy**

To ensure that technology is an integral part of the learning, teaching, and administrative processes at Anderson School District Three in order that our students are technologically literate and prepared for the challenges of the 21<sup>st</sup> century.

To accomplish a comprehensive integrated curriculum in a manner consistent with the school's teaching philosophy and approaches by a faculty trained and committed to developing their own technology skills with internal support services that provides quality equipment in classroom, library, labs, and offices.

To implement the technology at a rate responsive to the evaluative process which will produce the most productive environment and supportive atmosphere for successfully reaching the goal of technology integration.

- **Crescent High School**

1. New NAS for Business Classes
2. Install wireless access throughout the building
3. Create internet policy for Multi Media to access streaming audio/video
4. Update to Dreamweaver for Webpage
5. Continue routine maintenance and replacement of equipment as needed
6. Addition of Elmo's and Airliner's in classrooms

- 7. Update Finale 2000 for band students and Finale Music Notation software for chorus students**
- 8. Upgrade computers in 2 labs (60 PC's)**
- 9. Implement Rosetta Stone software for Spanish speaking students**
- 10. Implement Health Master Software for School Nurse**
- 11. Upgrade from SASI to Powerschool**
- 12. Upgrade from Groupwise to Microsoft Exchange Server**
- 13. Change operating system from Novell Netware to Windows Server**

- **Starr-Iva Middle School**

- 1. Install Wireless Access throughout the building**
- 2. Update to Dreamweaver for Webpage**
- 3. Continue routine maintenance and replacement of equipment as needed**
- 4. Implement Rosetta Stone software for Spanish speaking students**
- 5. Implement Health Master Software for School Nurse**
- 6. Addition of Application Server for Read Naturally, Read N Write Gold, Health Master, and Multi Media Software**
- 7. Addition of 20 Laptops**
- 8. Upgrade from SASI to Powerschool**
- 9. Upgrade from Groupwise to Microsoft Exchange Server**
- 10. Change operating system from Novell Netware to Windows Server**

- **Starr Elementary**

1. Install Wireless Access throughout the building
2. Update to Dreamweaver for Webpage
3. Continue routine maintenance and replacement of equipment as needed
4. Implement Rosetta Stone software for Spanish speaking students
5. Implement Health Master Software for School Nurse
6. Install New Netware Server
7. Upgrade from SASI to Powerschool
8. Upgrade from Groupwise to Microsoft Exchange Server
9. Change operating system from Novell Netware to Windows Server

- **Iva Elementary**

1. Install Wireless Access throughout the building
2. Update to Dreamweaver for Webpage
3. Continue routine maintenance and replacement of equipment as needed
4. Implement Rosetta Stone software for Spanish speaking students
5. Implement Health Master Software for School Nurse
6. Replace 2 Network Printers
7. Mount Smartboard Projectors in Classrooms
8. Install IP Phones in each Classroom
9. Upgrade from SASI to Powerschool
10. Upgrade from Groupwise to Microsoft Exchange Server
11. Change operating system from Novell Netware to Windows Server

- **Flat Rock Elementary**

1. Implement Rosetta Stone software for Spanish speaking students
2. Implement Health Master Software for School Nurse
3. Update to Dreamweaver for Webpage
4. Install Elmo's and Slate's in Classrooms
5. Continue routine maintenance and replacement of equipment as needed
6. Upgrade from SASI to Powerschool
7. Upgrade from Groupwise to Microsoft Exchange Server
8. Change operating system from Novell Netware to Windows Server

- **District Office**

1. Implement Paperless Board Meetings
2. Update to Dreamweaver for Webpage
3. New Netware Server
4. Continue routine maintenance and replacement of equipment as needed
5. Upgrade from SASI to Powerschool
6. Upgrade from Groupwise to Microsoft Exchange Server
7. Change operating system from Novell Netware to Windows Server

- **District Technology Center**

1. Install Backup Generator
2. Install New Districtwide Backup Solution
3. Purchase New Laptops for Technicians

4. **Implement New Workorder System so that all request are handled quickly and more efficiently**
5. **Install Powerschool Server**

### **Criteria Three Professional Development**

Anderson County School District Three strongly believes a technically skilled, proficient faculty is both the foundation and crucial success factor to the integration of technology in the educational program. Providing ongoing, innovative training is the first stage and priority of implementation and maintenance of integrating technology into classroom instruction. Therefore, the Anderson County School District Three technology plan must emphasize, prioritize and financially support the continual professional development of all faculty and staff.

To achieve this goal, Anderson County School District Three has adopted the ISTE National Educational Technology Standards as its guide. These standards are organized around 6 key themes as listed below:

1. **Technology Operations and Concepts:** Teachers demonstrate a sound understanding of technology operations and concepts.
2. **Planning and Designing Learning Environments and Experiences:** Teachers plan and design effective learning environments and experiences supported by technology.

3. **Teaching, Learning, and the Curriculum:** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. **Assessment and Evaluation:** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. **Productivity and Professional Practice:** Teachers use technology to enhance their productivity and professional practice.
6. **Social, Ethical, Legal, and Human Issues:** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

To that end, Anderson County School District Three has incorporated several strategies to offer professional development and technology resources to teachers.

**1. *Mini-courses are designed to lay the foundations for technology integration.*** These are approved for certificate renewal credit and are offered to teachers through online learning such as South Carolina Online Professional Development, PBS Teacherline, or through face-to-face offerings of the Anderson Adult Education Center. The district pays the cost for teachers to participate in these courses. These courses include but are not limited to:

***Computer Basics:*** Participants will become familiar with the basic keys on the keyboard. They will gain proficiency in the use of the mouse. They will practice keyboarding to improve speed and accuracy.



***Searching and Researching on the Internet:*** Participants will discover the tools and background needed to successfully use the *Internet* as a research tool in classrooms. Participants will explore methods of *Internet* research and will gain an awareness of some of the legal and ethical issues related to using *Internet* tools in the classroom.

***Word Workshop for Teachers:*** Participants will have a hands-on opportunity to expand their knowledge of *Word* and apply that knowledge to the classroom. There will be discussions and activities focused on basic principles of creating documents and on methods of integrating *Word* into the classroom.

***MS Power Point:*** Participants will learn to use *Microsoft Power Point* to create presentations that will enhance their teaching. They will learn how to use Power Point with students so those students can give presentations.

***2. Mini-courses to promote the integration of technology into instruction-related tasks.*** These are approved for certificate renewal credit and are offered to teachers through online learning such as South Carolina Online Professional Development, PBS Teacherline, Tri-County Technical College Continuing Ed. Program, or through face-to-face offerings coordinated through the Anderson Adult Education Center. The district pays the cost for teachers to participate in these courses. These courses include but are not limited to:

***Excel Workshop for Teachers:*** Participants will become proficient in workbooks, worksheets, sheet tabs, cells, and using the formula bar.

Curriculum examples and classroom tools will be the basis for teaching the features of Excel spreadsheets. Participants will align *Excel* activities for their classroom to SC Curriculum Standards.

***Differentiating Instruction to Accommodate Learning Styles:*** The *Internet* contains a vast number of resources to assist teachers in understanding and planning for the different avenues through which students learn, Participants will review a wide range of web sites providing information about learning theory related to multiple intelligences, as well as resources to assist teachers in identifying learning styles and engaging students in activities which best suit those styles and intelligences.

***Microsoft Access:*** Participants will learn how to use *Microsoft Access* to enhance their teaching and to manage their classroom. They will work with a group of students to create a database for a unit of study.

***Creating Web Pages for Education:*** Participants will create web pages using *Dreamweaver* software. Participants will design their own page and learn ways to use web publishing to enhance instruction and communication.

***Communicate and Collaborate Online:*** Participants will develop skills for researching and evaluating the application of online educational

tools. Participants will explore e-mail, chat, discussion boards, newsgroups, listservs, video conferencing, ipods, and, more.

***Teaching and Learning with Graphic Organizers:*** Participants will learn to apply electronic graphic organizers such as *Inspiration* across curriculum, throughout all grade levels, in learning stations and labs.

**3. Graduate courses included in technology integration professional development opportunities.** Teachers can receive 3 hrs. graduate credit through The Citadel and 60 recertification points upon successful completion of the requirements for these courses. Presently, the district offers the following course:

*Technology Applications for South Carolina K-12 Standards-Based Teaching* is a graduate course designed to enable teachers to adapt and create standards-based learning experiences that appeal to learners and capture their interest thus motivating them to participate, learn, and achieve. Specifically, instruction will focus on constructing multi-media lessons that incorporate various learning styles and multiple intelligences in the teaching of standards. Emphasis will be placed on developing proficiency in utilizing the Smart Board technology in delivering content. Participants will plan online-enhanced lessons from sites including Knowitall.org and etv.StreamlineSC.org. Participants will also show proficiency in integrating Power Point and other software applications related to the Smart Board technology. (Upon completion of the graduate course, each teacher receives a SMART board and LCD projector for classroom use.)

The district will fund for teachers to take the following graduate course through South Carolina Online Professional Development:

*Designing a Virtual Field Trip* is a course that will enable participants to use Internet resources to design a “virtual field trip” for their students. Participants will become familiar with the strategies and resources that educators use to design field trips, as well as tips and tricks to ensure their success. By the end of the course, participants will have designed an effective and engaging virtual field trip that is aligned to their state standards.

#### **4. Training in District Technology Initiatives:**

***Discus:*** Participants become familiar with the SIRS Knowledge Source. They will use SIRS Researcher, Government Reporter, Renaissance, and Net Selects. Three different search methods will be used for guided and independent research.

***OnCourse:*** Teachers use the online *OnCourse* program to write and post weekly lesson plans. These plans are coordinated with appropriate curriculum standards. Administrators can query reports and offer feedback related to teacher lesson plans.

***Measures of Academic Progress (MAP):*** Participants are trained on features of the MAP system, preparation steps for administering the tests, and accessing and understanding test data. The training is based on the “Building Local Expertise Model.” The designated district MAP team (e.g. instructional leaders, lead teachers, instructional coaches, and administrators) are provided with the tools and resources to teach concepts and content to others within their schools and district.

***Edutest:*** Participants are trained on how to create classrooms and tests related to grade-level content standards. Students complete the teacher-created tests and the standard benchmark tests to document

progress toward meeting standards. Teachers learn to query reports to give data to incorporate into individual student instruction.

***Public School Works:*** All employees of the district are assigned online modules to complete based on job-responsibilities. Content includes district policies, Internet usage and compliance policies, bloodborne pathogens, and safety training.

***SMART Board Training:*** A streamlined training is offered for teachers who would like to receive a SMART board for their classroom but cannot take the full graduate class. This training focuses on setting up the SMART board, basic features, and utilizing the SMART Notebook software.

***Integrate Pro:*** The teacher will become proficient in the use of Integrate Pro and maintain student records using Integrate Pro.

***Nova Net:*** Students use the Nova Net program for credit recovery. Teachers use Nova Net with classes for remediation and enrichment activities.

***Soundzabound Copyright Compliance:*** All district staff receive training on the regulations related to being compliant when it comes to copyright, digital and intellectual properties. The training teaches the staff how to make full use of digital content without breaking the law.

Training and technical assistance is routinely offered to individuals by technology support personnel on an as needed basis. Each school within the district has a media specialist and other teachers who are advanced in technology who help with school-level training. These specialists attend conferences such as the Ed Tech conference, the South Carolina Formative Assessment conference, and other specialized trainings and then share the information in district. District and school-based initiatives are planned based on areas of need identified by formal and informal needs assessments.

In an effort to increase and document teacher and student technology proficiency, each certified staff member and each 8<sup>th</sup> grade

student will complete the E2T2 Formula Grant Technology Assessment. The district will utilize the statewide, web-based assessment tool to complete this process. A district committee has been developed to study ways to integrate the state-created teacher and student e-portfolio system. This system will be a means to plan and document professional development and technology proficiency for teachers. The e-portfolio system will be a means to electronically build student portfolios and assure student mastery of K-12 technology standards.

**Criteria Four: Assessment of Needs** When students graduate from Anderson School District Three, they have a solid foundation in the technology skills they need to function in today's society. Students use computers for word processing in all their classes and frequently ask for and receive guidance from their teachers over the campus network. Papers, especially in grades nine through twelve, are required to be typed, and in some classes may be revised and filed electronically. Increasingly, library research is being done by computer. Students in most classes produce a multimedia research project at sometime during the school year. This project combines scanned images, digital sound, and text into a slide show style presentation often used to teach a specific topic to the rest of the class. A variety of CD-ROM based encyclopedias and other sources are available. Online sources such as Encyclopedia Britannica are available over the Internet. Students have full access to all the rich resources of the Internet. Math and science students learn the basics of spreadsheets. Students also use technology such as graphing calculators in math. In high school, students may elect to take courses in computer applications. Increasing school and home communication using World Wide Web and E-mail for ease, speed, and cost savings and to inform students educational progress to parents.

- **Hardware Platform**

1. Run HP Servers
2. Use Cisco Routers and Switches
3. Websense Internet Filtering
4. Packateer for Network Traffic Shaping
5. Barracuda Incoming and Outgoing E-mail Filtering
6. Windows XP Professional on Desktops
7. Network Printers
8. 2 Macintosh OSX Leopard Labs
9. 10 Windows XP Labs

- **The District Network**

The Anderson School District Three network is running a 100-1000T Base-T network with a fiber optic backbone. All buildings connect via 45 MBPS point to point wireless towers. Our servers run Netware 6.5 and our network is connected to the Internet via two dedicated partial T-3 lines. Every classroom has at least one computer connected to the network. Before students are allowed to use the network, they and their parents must agree to and sign an “Acceptable Use Policy” which applies the school’s Philosophy and Code of Conduct.

1. Windows 2003 Application Servers
2. Blackberry Enterprise Server for administration
3. Compass Learning Server for students at Iva Elementary, Starr Elementary and Starr-Iva Middle School
4. Websense Server Internet Filtering

5. Cafeteria Manager Program (WinSnap)
6. Emma System at all Schools
7. Integrate Pro Grading System at all Schools
8. Read Naturally for Elementary and Middle School Reading Assistance
9. United Streaming SCETV Video Database to enhance teaching in the classroom

- **Timeline for Implementation of Goals and Strategies**

The timeline for completing our Goals and Strategies is by June 2010.

**Criteria Five: Assessment of Needs**

2009-2010 Technical Budget

Crescent High School

Technical Activity	Funding Source	Cost
NAS		
Wireless Access		
Elmos		
Airliners		
Finale Software		
60 PC's for Labs		
Rosetta Stone		
Health Master		
Dreamweaver	Title 2	\$700
Routine Maintenance	Local	\$54,855
Novell Student License Agreement	Local	\$1604
Command Com User License	Local	\$1395



<b>Websense User License</b>	<b>Local</b>	<b>\$2180</b>
<b>Windows License</b>	<b>Local</b>	

## **Starr-Iva Middle School**

<b>Technical Activity</b>	<b>Funding Source</b>	<b>Cost</b>
<b>Wireless Access</b>	<b>Title 1</b>	
<b>Rosetta Stone</b>		
<b>Health Master</b>		
<b>Applications Server</b>		
<b>Dreamweaver</b>	<b>Title 2</b>	<b>\$700</b>
<b>Routine Maintenance</b>	<b>Local</b>	<b>\$49,949</b>
<b>Novell Student License Agreement</b>	<b>Local</b>	<b>\$1300</b>
<b>Command Com User License</b>	<b>Local</b>	<b>\$1395</b>
<b>Websense User License</b>	<b>Local</b>	<b>\$2180</b>
<b>Compass User License</b>	<b>Local</b>	<b>\$2135</b>
<b>20 Laptops</b>	<b>Title 1</b>	
<b>Windows License</b>	<b>Local</b>	

## **Starr Elementary**

<b>Technical Activity</b>	<b>Funding Source</b>	<b>Cost</b>
Wireless Access		
Netware server		
Rosetta Stone		
Health Master		
Dreamweaver	<b>Title 2</b>	<b>\$700</b>
Routine Maintenance	<b>Local</b>	<b>\$53,735</b>
Novell Student License Agreement	<b>Local</b>	<b>\$1600</b>
Command Com User License	<b>Local</b>	<b>\$1395</b>
Websense User License	<b>Local</b>	<b>\$2180</b>
Compass User License	<b>Local</b>	<b>\$2135</b>
Windows License	<b>Local</b>	

## **Iva Elementary**

<b>Technical Activity</b>	<b>Funding Source</b>	<b>Cost</b>
Wireless Access		
2 Printers		
IP Phones		
Rosetta Stone		
Health Master		
Dreamweaver	<b>Title 2</b>	<b>\$700</b>
Routine Maintenance	<b>Local</b>	<b>\$45,272</b>
Novell Student License Agreement	<b>Local</b>	<b>\$1200</b>
Command Com User License	<b>Local</b>	<b>\$1395</b>
Websense User License	<b>Local</b>	<b>\$2180</b>
Compass User License	<b>Local</b>	<b>\$2135</b>
Windows License	<b>Local</b>	

## District Office

Technical Activity	Funding Source	Cost
Netware Server		
Dreamweaver	Title 2	\$700
Backup Generator	State & Local	\$20,000
Routine Maintenance	Local	\$30,942
Microsoft Exchange License		\$1332
Windows License	Local	

## Flat Rock Elementary

Technical Activity	Funding Source	Cost
Rosetta Stone		
Health Master		
Routine Maintenance		
Dreamweaver	Title 2	\$700
Slates		
28 Elmos	Bond	\$10,500
Novell Student License Agreement	Local	\$2 per user
Command Com User License	Local	\$1395
Websense User License	Local	\$2180
Compass User License	Local	\$2135
Windows License		

## District Technology Center

Technical Activity	Funding Source	Cost
Generator		
Backup Solution		
Laptops		
Powerschool Server		
Microsoft Exchange Server		

### **Criteria Six: Evaluation**

The goal of the evaluation is to:

- \*monitor success/ failure of the Recommendations
- \*review visions, goals, objectives in light of new material
- \*adjust action plans as needed
- \*review / seek resources and new sources of funding
- \*assure that the ultimate beneficiary of technology is the learner
- \*assess the impact of the Recommendations on teaching and learning
- \*evaluate the impact of emerging technologies

Annual evaluations will include consideration of any changes in the educational environment and in technology.

## **District Contacts**

These individuals are the primary contacts for the implementation and management of this plan.

**Name:** Giles Earle

**Title:** Technology Coordinator

**District:** Anderson School District Three

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**Name:** Kathy Hipp

**Title:** Staff Development Coordinator

**District:** Anderson School District Three

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In addition, 98% of our computers have Internet connections. Our **Internet Acceptable Use Policy** is below.

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## **Internet Acceptable Use Policy**

Technology is a vital part of education and the curriculum of the School District. In an effort to promote learning and expand educational resources for students, the District has made arrangements to provide Internet access to students and staff. The District's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication, and innovation. Access to the internet, an "electronic highway" connecting millions of computer users all over the world, will allow School District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide.

Access to the internet is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials not suited for students. To that end, the School District administration is directed to develop appropriate guidelines governing the use of District computers to access the Internet.

As part of the implementation of the administrations guidelines, students and staff must be instructed on the appropriate use of the internet. In addition, parents must sign a permission form to allow students to access the internet. Students also must sign a form acknowledging that they have read and understand the Internet Acceptable Use Policy and administrative regulations, that they will comply with the policy and regulations, and that they understand the consequences of violating the policy or regulations. District staff must sign a similar acknowledgement form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

### **I. Internet Access**

Because technology is a vital part of the educational process and the curriculum of the School District, students, and staff will be provided access to the Internet. By providing this access, the District intends to promote educational excellence and allow access to resources unavailable through traditional means. Through the Internet, students and staff will have access to the following:

- Electronic mail communication with people all over the world.
- Information and news from NASA, as well as the opportunity to correspond with scientist at NASA and other research institutions.
- Public domain software and graphics of all types for school use.
- Many university library catalogs, the Library of Congress and a large collection of information of educational use.

With access to computers and people all over the world also comes the availability of material that may not be of educational value. The School District has taken precautions to restrict access to controversial and inappropriate materials. However, on a global network, it is impossible to control all materials and limit all access to information which has no educational value. The School District firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the School District.

The smooth operation of the Internet relies on the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities when using the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial to access to the Internet.

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet. In addition, parents will be required to sign a permission form at the beginning of each school year before students will be allowed access. Students must also sign a form annually acknowledging that they have read and understand this Administrative Rule, that they will comply with the guidelines set forth herein, and that they understand the consequences for violating these guidelines. Employees must sign a similar acknowledgement form.

## **II. Terms and Conditions of Use**

### **A. Acceptable Use**

The purpose of the School District's decision to provide Internet access is to allow an expanded opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational objectives of the School District. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets.

### **B. Procedures for Use**

1. Administrators and teachers may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff member.

2. Students will be allowed access to the Internet only through their teachers. No students may have access to the Internet without permission. Student use must be supervised at all times by staff member.
3. All users must sign in on a log-in sheet before each use. Log-in sheets will be available for each terminal.

### **C. Rules Governing Use**

1. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges. All staff and students must abide by the generally accepted rules of network etiquette, including the following: Be polite. Do not be abusive in messages to others. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is prohibited. Illegal activities are strictly forbidden.
2. Never reveal the personal address or phone number of yourself or others.
3. Note the electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
4. Do not disrupt, harass, or annoy other users.
5. All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references, and sources.
6. Never access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials, advertisements or products or services not permitted to minors by law, insulting, fighting and harassing words, and other materials which may cause a substantial disruption of the academic environment.
7. Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user, and includes, but is not limited to, the uploading or creation of computer viruses.
8. All users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet.
9. All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Do not use the system for financial or commercial gain.
10. Always follow the instructions of the supervising staff members.

### **III. Penalties for Improper Use**



An employee who violates the terms of the Administrative Rule or otherwise misuses the Internet to access inappropriate material will be subject to disciplinary action, up to and including discharge. In addition, the privilege of access the Internet also will be subject to cancellation for up to one year. Students who violate the terms of this Administrative Rule or who otherwise misuse their access to the Internet also will be subject to disciplinary action in accordance with the District's Student Behavior Code. Internet access privileges also may be cancelled for up to one year. Violations of the laws of the United States or South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized costs, the user, as well as the user's parents, if the user is a student, will be responsible for all such costs.